

L - GOAL

TRY TO UNDERSTAND
WHAT A PEER-REVIEWED
ARTICLE IS AND HOW TO
APPRECIATE IT

AUTHENTIC

FIND A BLOG AND
EVALUATE THE BLOGGER

COMFORT ZONES

- EVALUATE BLOGGER
- PICKING TOPIC

CULTURE

TAKING A CRITICAL
APPROACH WIDE TO
AUTHORSHIP

FEEDBACK

PRESENTATION DISCUSSION

L by peers	L in class
L by faculty	L online? (blog)

Culture
- creation
- discovery & interpretation
- curiosity

Model
- R.C. - analysis

Authenticity?
- discipline related

Compare 2 texts &
formulate an original
argument.

Feedback

- peer editing
- presentations
- individual meetings/conf.

Comfort zone?

- confidence in their abilities?
- process?
- claim? validity?
- ability to be critical?


Learning goal: Critically evaluating news sources

Students will: Compare different news sources, such as

- social media
- international news
- local news
- government news sources

Librarians will: Conduct a workshop to identify sources,
highlight differences in sources,
evaluate authenticity/credibility of sources

- Provide feedback - oral questioning during presentation

Assignment details:  Write-up + presentation
You are a member of the President's media team.
Prepare a briefer on a ^{local} current event of your choice.
Which of these sources will you use? Why? Would this
change if you worked for the media of a different country?

LG: To be able to differentiate
between different types of resources

- Work on assignment that requires
different types of resources

- Academic papers

- Social media

- News articles / popular Press

- Librarians will introduce library resources

- Students will report on the progress
to the instructor over the course of
the semester and get feedback step
by step

Learning goal: Developing
evaluation skills

Student activities:

- look at different types of sources and the weight/authority they carry in the community of practice
- look at more scholarly/difficult sources, question authority of sources, identify controversies

How to help:

- modeling & scaffolding process
- presenting options
- showing downside of poor sources
- encourage discussion & critique through peer review
- use rubric to assess types and numbers of resources used
- focus feedback on sources

• LEARNING GOAL: Acquiring the skill to locate a relevant scholarly article in Academic Search Premier.

• AUTHENTICITY: Less opinionated material, discuss the peer-review ~~process~~ process

CULTURE: By inviting a representative from a publishing house

• COMFORT ZONES: Find & compare one academic & one popular article from Academic Search Premier

• FEEDBACK: Immediate feedback will be provided in class

Master the research process

1. Understand who does research and why?

activity: look up their professor's interests, articles

activity 2: "you can do research, too": authentic task, ex.:

What do you do if you want to buy a smartphone?

Level 1: your first search

Level 2: what marketing strategy companies use (describe)

Level 3: how does this strategy affect customers?

ex. pick 3 companies, discuss in groups the findings

-feedback on: where they find these resources?

how the 3 strategies and informant made you choose?

Level 4: structure all this information, ex. which company chose which strategy and why?

↳ What did they base their strategy on? →

psychology, color, emotions, status
feedback: where to find this info?

Level 5: wrap up:

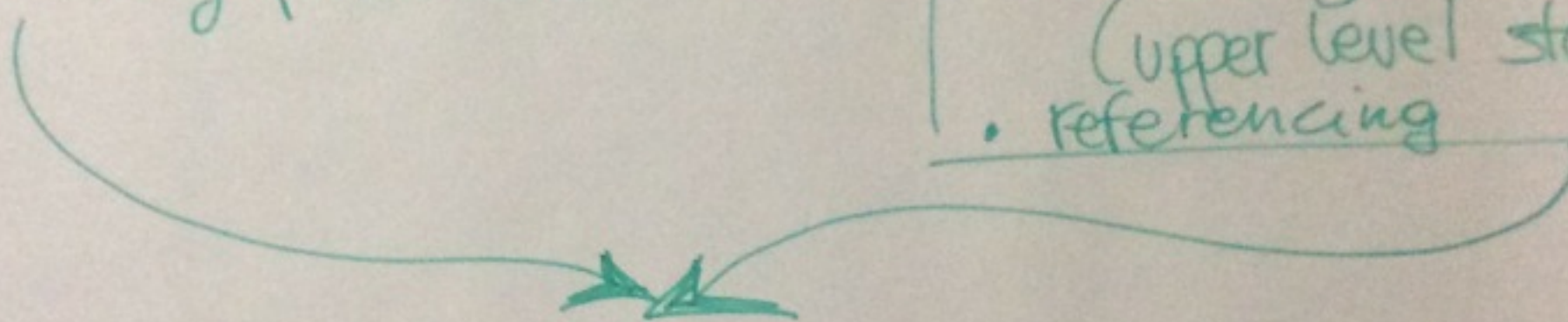
You started from choosing a phone, to understand psychology and marketing strategies. Congratulations!

How to participate in a student conference on human rights -

CULTURE

- Why do scholars have conferences?
- What do they produce?

- COMFORT ZONES
- basic research
 - journal articles
 - knowledge of HR topics (upper level students)
 - referencing

- 
- find a conference paper by a known author
 - find information about HR conferences
 - connect conference paper findings with prior knowledge / research

FEEDBACK \Rightarrow ACCEPTANCE?